

Standardized Assessment Tasks for
STAAR Alternate

Grade 7 Writing

Definitions/Examples for STAAR Reporting Category 1 (7.17) Essence Statement A

The following definitions clarify terms used in the grade 7 writing assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3 and 2: page 4

A **letter** begins with a salutation, includes one or two paragraphs, and ends with a closing. The **salutation** is the greeting to the person for whom the letter is addressed. The paragraphs that follow in the letter state the purpose for writing and comprise the **body** of the letter. The **closing** of the letter comes just before the signature of the person sending the letter.

The **targeted audience** is the person or people for whom the letter is intended. In a letter, the **targeted audience** is named in the salutation.

For example:

- The person who sent a gift is the targeted audience for a thank-you note
- The person or persons invited to a party is the targeted audience for an invitation

An appropriate salutation for the person to which the letter is addressed depends on how well the person sending the letter knows the recipient and the purpose for the letter.

- Dear—Used for formal and informal letters
 - If you know the person well, use their first name only.
 - For a potential employer or supervisor, use Mr., Mrs., or Ms.
- Dear Sir or Madam—Used in formal letters only when the letter writer does not know the recipients' name
- To Whom It May Concern—Used in formal letters when not addressing a specific person
- Hello—Used only for informal letters with people the letter writer knows very well

The closing for a formal letter should express gratitude and sincerity.

Examples of formal letter closings:

- Best wishes
- Many thanks
- Sincerely yours
- Respectfully yours

In an informal letter, the letter closing can express happiness and emotion.

Examples of informal letter closings:

- Love always
- See you soon
- Forever yours
- Hugs and kisses

| STAAR Reporting Category 1 – Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions. | |
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| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation |
| <p>(7.17) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to</p> <p>(A) write a multi-paragraph essay to convey information about a topic Readiness Standard that</p> <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs. | <p>Essence Statement A: Creates an expository text for a specific purpose and audience.</p> |

Level 3

Prerequisite skill: write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)

The student will select a person to invite to a specific event. The student will determine an appropriate salutation for the targeted audience. The student will generate the body of the letter that gives the audience the needed information to attend the event. The student will generate a closing appropriate for the audience.

Predetermined Criteria

1. The student will determine an appropriate salutation for the targeted audience.
2. The student will generate the body of the letter that gives the audience the needed information to attend the event.
3. The student will generate a closing appropriate for the audience.

Transition

Level 2

Prerequisite skill: write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)

The student will choose a person to receive a letter relating what happened at an event that the student attended. The student will identify a salutation for the letter that is appropriate for the targeted audience. The student will construct the body of the letter in chronological order according to the student's experience. The student will identify a closing for the letter that is appropriate for the audience and content.

Predetermined Criteria

1. The student will identify a salutation for the letter that is appropriate for the targeted audience.
2. The student will construct the body of the letter in chronological order according to the student's experience.
3. The student will identify a closing for the letter that is appropriate for the audience and content.

Level 1

Prerequisite skill: dictate or write information for lists, captions, or invitations

The student will acknowledge a person to invite to a class event. The student will participate in writing an invitation to the invitee. The student will participate in delivering the invitation.

Predetermined Criteria

1. The student will acknowledge a person to invite to a class event.
2. The student will participate in writing an invitation to the invitee.
3. The student will participate in delivering the invitation.

Transition

Definitions/Examples for STAAR Reporting Category 2 (7.17) Essence Statement B

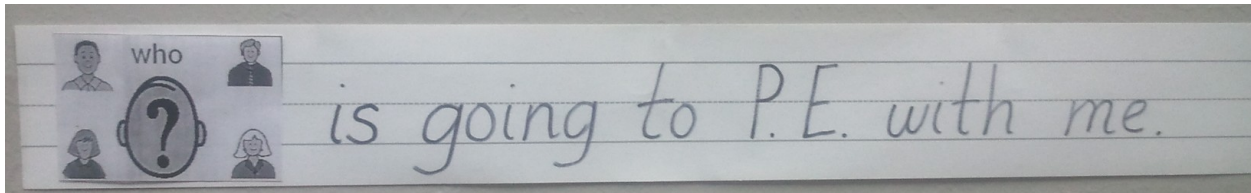
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Levels 3 and 2: page 9

A **topic sentence** is a sentence in an expository paragraph that introduces the main idea and summarizes the paragraph. Details are the smaller ideas that work together to support the topic.

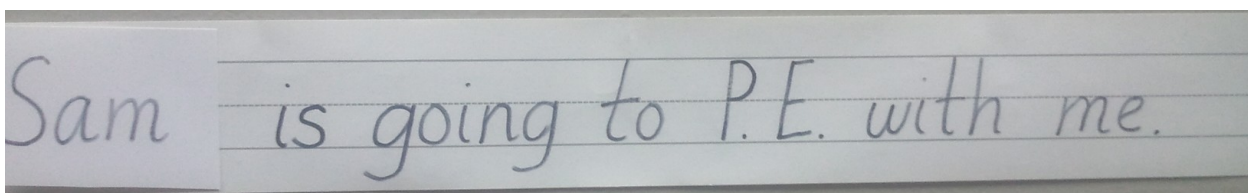
Level 1: page 10

The teacher will need to present a sentence about a peer who is going to a specific place. In the example below, the “who?” card is fastened to the sentence and can be removed. After the sentence is read, the student could participate in removing the “who?” card and placing it on a voice output device.



The voice output device would be programmed with the question, “Who is going to P.E. with me?” The student would then need to participate in asking his peers the question using the voice output device. Once a student responds positively to the question, that student’s name will be written on a card.

The student should participate in replacing the “who?” card with the student’s name and responding as the sentence is read.



This example activity could be modified by:

- Using a sentence from a real-life situation involving or relating to the student (i.e., "Who has my backpack?" "Who brought a snack?" "Who will take me to the bus?")
- Using other representations for "who?" (i.e., tactile card made of sandpaper and pipe cleaners, visual card with contrasting colors)



| STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts. | |
|---|--|
| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation |
| <p>(7.17) Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to</p> <ul style="list-style-type: none"> (A) write a multi-paragraph essay to convey information about a topic that <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs; Supporting Standard (ii) contains a clearly stated purpose or controlling idea; Supporting Standard (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; Supporting Standard (iv) accurately synthesizes ideas from several sources; Supporting Standard (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs. Supporting Standard | <p>Essence Statement B: Revises an expository text.</p> |

Writing Grade 7; Reporting Category 2 (7.17); Essence Statement: B

Level 3

Prerequisite skill: generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic

The student will select a general topic of interest. The student will generate a topic sentence. The student will generate questions to be answered through research about the general topic. Research will be conducted. The student will generate a new topic sentence for the text that narrows the focus of the text based on the research.

Predetermined Criteria

1. The student will generate a topic sentence.
2. The student will generate questions to be answered through research about the general topic.
3. The student will generate a new topic sentence for the text that narrows the focus of the text based on the research.

Level 2

Prerequisite skill: generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics

The student will be presented a topic sentence containing incorrect information about a topic. The student will identify questions that will help find correct information for the chosen topic. Correct information about the topic will be presented. The student will answer the questions based on the presented information. The student will revise the topic sentence based on the new information.

Predetermined Criteria

1. The student will identify questions that will help find correct information for the chosen topic.
2. The student will answer the questions based on the presented information.
3. The student will revise the topic sentence based on the new information.

Level 1

Prerequisite skill: ask questions about topics of class-wide interest

The student will be presented a sentence about a person who is going to a specific place. A removable question mark will represent the person's name in the sentence. The question mark will be removed from the sentence. The student will participate in asking "who" is going to the destination as the question mark is given to people in the area. When the person identifies themselves as the subject of the sentence, the student will participate in exchanging the question mark for a card containing the name of the person. The student will respond to the name of the person when it is added to the sentence.

Predetermined Criteria

1. The student will participate in asking "who" is going to the destination as the question mark is given to people in the area.
2. The student will participate in exchanging the question mark for a card containing the name of the person.
3. The student will respond to the name of the person when it is added to the sentence.

Definitions/Examples for STAAR Reporting Category 2 (7.18)

Essence Statement C

The following definitions clarify terms used in the grade 7 writing assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Levels 3, 2, and 1: pages 12 and 13

Informational text includes expository, persuasive, and procedural text.

A **persuasive text** is a type of informational text written with the intent to persuade or convince the reader of something or to rally support for a cause of a belief.

Examples of persuade text include:

- Essays
- Speeches
- Editorials in newspapers
- Opinion articles in magazines

Levels 3 and 2: pages 12 and 13

For the Level 3 and Level 2 task, the student is trying to persuade the reader about a majority opinion based on data. An **issue statement** is a sentence that briefly describes the argument the author is trying to make about an ethical or social issue. It focuses the reader on the author's point of view.

Examples of issue statements include:

- The major benefit of year-round schools is that learning is continuous because students are not ever out of school for a long period of time.
- Students who wear school uniforms often do better in school and experience less peer pressure.
- Mixed-gender schools provide the chance for boys and girls to mingle with both genders and have more widespread friendships.

Level 1: Page 13

The student is exposed to text used to persuade the reader to engage in an activity the student is interested in.

| STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts. | |
|--|---|
| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations |
| <p>(7.18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that</p> <p>(A) establishes a clear thesis or position; Supporting Standard</p> <p>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. Supporting Standard</p> | <p>Essence Statement C: Revises persuasive text.</p> |

Level 3

Prerequisite skill: take simple notes and sort evidence into provided categories or an organizer

The student will be presented an issue statement regarding a change to a campus rule. The student will generate a polling question using the issue statement. The student will conduct a poll to gather students' opinions about the issue. The student will organize the results of the poll to determine if the students' opinions support the issue statement. The student will justify whether the issue statement needs revision based on the results of the poll.

Predetermined Criteria

1. The student will generate a polling question using the issue statement.
2. The student will organize the results of the poll to determine if the students' opinions support the issue statement.
3. The student will justify whether the issue statement needs revision based on the results of the poll.

Writing Grade 7; Reporting Category 2 (7.18); Essence Statement: C

Level 2

Prerequisite skill: decide what sources of information might be relevant to answer open-ended questions about one or two topics of class-wide interest

The student will be presented an issue statement regarding a change to a campus rule. The student will identify a question to ask about the issue. The student will identify which group on campus would be the best to poll about the issue. After the poll is conducted, the student will identify a revised statement that best summarizes the results regarding the majority opinion about the issue.

Predetermined Criteria

1. The student will identify a question to ask about the issue.
2. The student will identify which group on campus would be the best to poll about the issue.
3. The student will identify a revised statement that best summarizes the results regarding the majority opinion about the issue.

Level 1

Prerequisite skill: decide what sources or people in the classroom, school, library, or home can answer questions about topics of class-wide interest

The student will be presented a representation for an activity he or she wants to engage in with a specific person. The student will explore the representation paired with a written sentence asking the person to participate in the activity. The student will participate in taking the representation and the sentence to the person to persuade him or her to join in the activity. The activity will occur. A representation for a new activity will be presented to the student. The student will participate in revising the sentence to reflect the new activity and presenting the revised sentence and representation for the new activity to the person. The new activity will occur.

Predetermined Criteria

1. The student will explore the representation paired with a written sentence asking the person to participate in the activity.
2. The student will participate in taking the representation and the sentence to the person to persuade him or her to join in the activity.
3. The student will participate in revising the sentence to reflect the new activity and presenting the revised sentence and representation for the new activity to the person.

Definitions/Examples for STAAR Reporting Category 3 (7.21) Essence Statement D

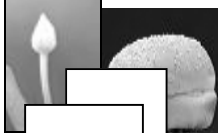
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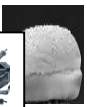
Level 2: page 18


For this Level 2 task, the teacher presents consonant-vowel-consonant words in which only the last letter is different. Following is one example of how to execute this task.

In this example “bud,” “bus,” and “bun” are presented to the student in a template format. The student is directed to match picture representations corresponding to the presented words. After the student has correctly matched the words and representations, the teacher will change one of the representations in one of the words. Here, the representation for “bun” is replaced with a representation for “bug.” The student is then presented letters and is directed to change the last letter in the word so that it matches the new representation. In this example, the letter “g” would need to be placed over the “n” in “bun” to change it to “bug.”

| | | | |
|--|---|---|---|
| | B | U | D |
| | B | U | S |
| | B | U | N |



| | | | |
|---|---|---|---|
|  | B | U | D |
|  | B | U | S |
|  | B | U | N |



| | |
|---|---|
| G | L |
| T | |

Examples of other sets of consonant-vowel-consonant words that may be appropriate include:

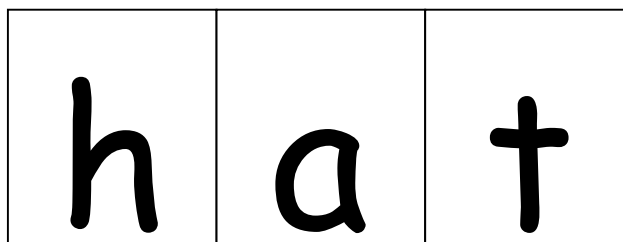
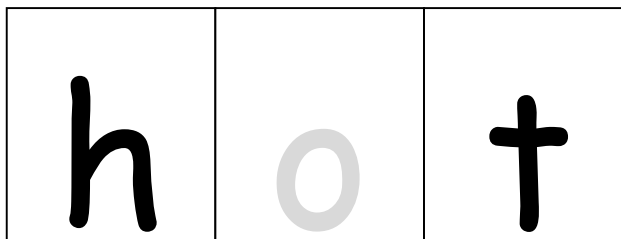
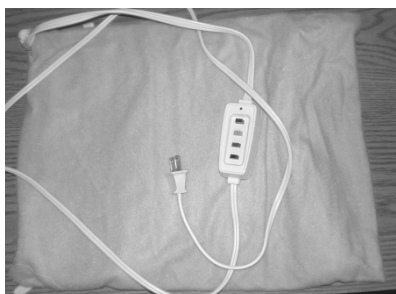
| | | |
|-----|-----|-----|
| cat | mat | big |
| cap | man | bit |
| can | map | bin |
| cab | mad | bib |

Level 1: page 18

The teacher will need to present a consonant-vowel-consonant word and a representation for the word. By using an object as the representation, the student can experience the word. In the example below, the heating pad will represent the word "hot." The word "hot" is spelled with individual letters fastened to card stock so that the vowel can be replaced when the representation is changed.

The teacher may emphasize the "o" in the word "hot" by:

- Enunciating the sound of "o" when the word is read
- Changing the color of the letter "o"
- Outlining the square that contains the letter "o"
- Finger spelling the word "hot" and helping the student to form the letter "o"



Other consonant-vowel-consonant words that may be appropriate are:

- cap/cup paired with a baseball cap and coffee cup
- bag/bug paired with a paper bag and a plastic bug or real bug in a jar
- pot/pet paired with a picture of a cooking pot or flower pot and a picture of a pet
- wig/pig paired with a Halloween wig and an audio recording of a pig snorting

| STAAR Reporting Category 3 – Editing: The student will demonstrate an ability to edit a variety of texts. | |
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| TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation | Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectation |
| <p>(7.21) [Oral and] Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. The student is expected to</p> <p>(A) spell correctly, including using various resources to determine and check correct spellings. Readiness Standard</p> | <p>Essence Statement D: Edits spelling using various resources.</p> |

Level 3

Prerequisite skill: spell complex contractions (e.g., should've, won't)

The student will be presented a list of words that are commonly joined to form contractions. The student will locate two words that can be joined together to make a contraction. The student will determine what letters should be omitted. The student will determine where the apostrophe needs to be inserted.

Predetermined Criteria

1. The student will locate two words that can be joined together to make a contraction.
2. The student will determine what letters should be omitted.
3. The student will determine where the apostrophe needs to be inserted.

Level 2

Prerequisite skill: use letter-sound patterns to spell: consonant-vowel-consonant (CVC) words

The student will be presented consonant-vowel-consonant words where the first two letters of each word are the same and the last letter is different. The student will be presented representations for the words. The student will match each word to its corresponding representation. One of the representations will be replaced. The new representation must be for a word that requires the word to be edited by changing just the final letter. The student will edit the spelling of the word to match the changed representation. The student will identify a sentence where the word is spelled and used correctly.

Predetermined Criteria

1. The student will match each word to its corresponding representation.
2. The student will edit the word to match the changed representation.
3. The student will identify a sentence where the word is spelled and used correctly.

Level 1

Prerequisite skill: use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")

The student will be presented a consonant-vowel-consonant word with a representation for the word. The student will explore the representation. The student will participate in pairing the written word to the representation as the vowel sound or letter is emphasized. The vowel in the word will be changed and the new letter emphasized. The student will participate in pairing a new representation to the changed word.

Predetermined Criteria

1. The student will explore the representation.
2. The student will participate in pairing the written word to the representation as the vowel sound or letter is emphasized.
3. The student will participate in pairing a new representation to the changed word.